

Looking for a Pony

Level D / 47 words / fiction

High frequency words:

I, am, look, the, see

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What do you see in the cover picture? Who do you think will be looking for a pony?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the words that may be new to them: *pony, trot, and swishing*.
- Find the words ending in *-ing*: *going, eating, swishing, trotting, running, and dancing*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

FUN FACT

Ponies are small horses. They have shorter heads and legs than horses, and thicker necks, manes and tails. Because of their build, ponies are very strong.

After reading

- Discuss the meaning, structure, and letter cues that you noticed students using correctly at difficulty.
- **Literal comprehension:** The answers are in the text. Ask, "Can you find the page where the pony swishes his tail? Can you find the page where the pony is trotting?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever heard of a dancing pony? Why do you think a pony would dance?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Have the students use their fingers to frame the base words from each of the *-ing* words: *go, eat, swish, trot, run, and dance*. These are all action words (verbs).

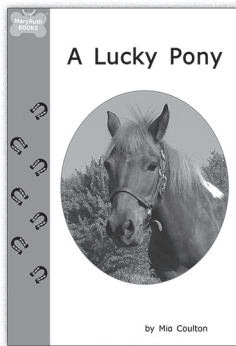
Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

Writing activity

- Have each student write the following sentence: "*The pony is dancing.*" Then have them draw a picture that corresponds to what they have written.
- Encourage the use of proper punctuation and independent attempts to spell words correctly.

Teaching Points: Introducing new words; Rereading; Introducing the *-ing* ending; Introducing action words (verbs).



A Lucky Pony

Level D / 76 words / fiction

High frequency words:
and, get, look, no, with

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "Who is Lucky? How do you think he got his name? What do you think will happen to Lucky in this story?"

Look through all the pictures

- Using the language in the story, discuss what is happening in each picture.
- Help the children find the rhyming words *day* and *hay*.
- Have the children find the words that may be new to them: *braided, brushed, cleaned, and hooves*.

Reading the text

- Have the children read the text independently. Encourage them to read it again if they finish before the others in the group.
- While they're reading, listen to each student individually and prompt them to use meaning, structure, and letter cues at difficulty. Praise the successful use of reading cues.
- Make sure the children can match (with their finger) or track (with their eyes) each word of the text.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "Who takes care of Lucky? How does she take care of Lucky?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "What happens to Lucky that makes him feel lucky? If you could take care of Lucky, what would you do first? Why?"

Word work

- Have students locate the high-frequency words in the text and practice writing them.
- Help the students locate and clap the two-syllable words: *goodbye, lucky, pony, sometimes, and very*.
- Help students find the words with the /oo/ in them: *goodbye, hooves, look, and too*. Discuss and list more words with the /oo/ phoneme (*food, good, book*).

Rereading for fluency

- Have the children read the story again, either independently or with a partner.
- Use this opportunity to listen to each child and again prompt for strategy use at difficulty.

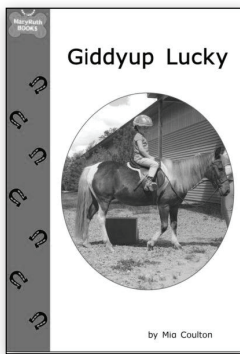
Writing activity

- Have each student write and complete the following sentence: "*Lucky Pony likes to _____*." Then have them draw a picture that corresponds to what they have written.

FUN FACT

When children are first learning to horseback ride, many people will allow them to practice on well-trained ponies. The size of the pony is closer to their own size and allows them to keep a better sense of balance and control.

Teaching Points: Introducing new words; Rereading; Introducing rhyming words; Finding and clapping two-syllable words; Noticing the /oo/ phoneme in words.



Giddyup Lucky

Level F / 128 words / fiction

High frequency words:

after, be, goes, going, too

Before reading

- Look at the cover and read the title.
- Possible discussion questions: "What is happening in the cover picture? How is the little girl being safe?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *giddyup, tomorrow, bridle, Lucky, and stable*. Discuss meaning, word structure, and sounds you expect to hear in those words. Have children clap and count the syllables.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to decode words, self-correct, or improve expression.
- Children should be able to track print with their eyes, move quickly through the text, and read fluently while paying attention to punctuation, except at point of difficulty.

FUN FACT

Horseback riding is more than just sitting on a horse. It improves coordination and alertness, strengthens the spine, stimulates the internal organs, improves physical and mental conditions with abled and disabled people, and boosts a sense of well-being.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.
- **Literal comprehension:** The answers are in the text. Ask, "What does the little girl bring to Lucky? Who teaches the little girl how to ride the pony? How does the little girl get ready to ride Lucky?" Have students read the pages that support their answers.
- **Inferential comprehension:** The answers are in your head. Ask, "How do you think Lucky feels about the little girl? Have you ever ridden a horse or pony? What was it like?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and discuss the words with the *st* blend: *stable, stall, just, and sister*. Using magnetic letters, make other words with the same sound and pattern (*star, mister, cast, most*).
- Find and practice the words with the CVCe pattern: size and name.

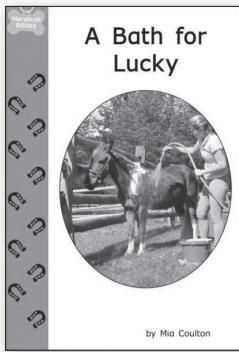
Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student write the following sentences: "I like to ride Lucky. He is just the right size for me." Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Finding and clapping multisyllabic words; Practicing words with the CVCe pattern; Practicing words with the *st* blend; Rereading.



A Bath for Lucky

Level H / 196 words / fiction

High frequency words:

all, eat, done, give, going, was

Before reading

- Look at the cover and read the title.
- Possible discussion question: "What are some reasons why animals and people need to take baths?"

Look through all the pictures

- Using the language in the story, discuss each photograph in the book. Notice details in the pictures and use that information to better understand the text.
- Help the children find any tricky words in the text: *another, bathtime, knew, and shampoo*. Discuss meaning, word structure, and sounds you expect to hear in those words. Notice that *bathtime* is a compound word.

Reading the text

- Have the children read the text independently. While they're reading, listen to and prompt each student to use meaning, structure, and visual information to figure out words, self-correct, or improve expression.
- Identify and discuss the basic story elements in the text: characters, setting, problem, and solution.

After reading

- Discuss the meaning, structure, and letter cues that you notice students using correctly.

FUN FACT

It takes two gallons of water to brush your teeth, two to seven gallons to flush a toilet, and 30 to 50 gallons for a bath. A shower of 10 minutes uses 50 gallons of water.

- **Literal comprehension:** The answers are in the text. Ask, "What do you know about the characters in this story? What was the problem in the story?" Have students read the pages that support their answers.

- **Inferential comprehension:** The answers are in your head. Ask, "Have you ever met a person or animal who didn't like to take a bath? What would you have said or done if you were in this story?"

Word work

- Have the students locate the high-frequency words in the text and practice writing them.
- Find and practice the words with the CVCe pattern: *hide, hose, and rose*.
- Find and discuss the rhyming pairs: *wet-get* and *rid-did*.
- Find and discuss the words with the /ar/ sound pattern: *cart* and *farm*. Create more words with the same sound (*hard, park, large, chart, star*).

Rereading for fluency

- Have the child(ren) read the story again aloud, listening for phrased, fluent oral reading that includes appropriate pausing, intonation, and word stress.

Writing activity

- Have each student elaborate on the text by creating a future episode of *A Bath for Lucky* in which the student writes of how Lucky gets dirty again and needs another bath. Then have the students draw a picture that corresponds to what they have written.

Teaching Points: Introducing new words; Noticing compound words; Identifying and understanding basic story elements in a text; Practicing words with the CVCe pattern; Practicing rhyming words; Practicing the /ar/ sound; Rereading.